# Overview of the Academic Performance Index Base Reports for 2005

California's comprehensive accountability system monitors the academic achievement of all of the state's public schools and local educational agencies (LEAs), including charter schools, that serve students in kindergarten through grade twelve. (An LEA is a school district or a county office of education.) This accountability system is based on **state** requirements, established by the Public Schools Accountability Act (PSAA) of 1999, and on **federal** requirements, established by the No Child Left Behind (NCLB) Act of 2001. The Academic Performance Index (API) reports are part of California's comprehensive accountability system. This Overview describes the 2005 API Base reports, which were released in March 2006.

## Accountability Progress Reporting

The California Department of Education (CDE) now reports both state and federal accountability results under the general heading of "Accountability Progress Reporting (APR)." The APR includes the state API reports as well as the federal Adequate Yearly Progress (AYP) reports, as shown below. API reports provide information about whether schools meet state PSAA requirements. Similarly, AYP reports provide information about whether schools and LEAs meet federal NCLB requirements, including the Program Improvement (PI) status of a school or LEA.

### 2005–06 APR

| State Accountability Requirements (Public Schools Accountability Act of 1999) | Federal Accountability Requirements (No Child Left Behind Act of 2001) |
|---|---|
| **API Reports**<br>■ 2005 API Base<br>■ 2006 API Growth | **AYP Reports**<br>■ 2006 AYP<br>• 2006–07 PI Status |

## Academic Performance Index

The API is the cornerstone of the state's academic accountability requirements. The API, established by the PSAA, is a numeric index (or scale) ranging from a low score of 200 to a high score of 1000. The API reflects a school's or LEA's academic performance based on annual results of statewide testing at grades two through eleven. Each year, schools receive two API reports, the API Base, and the API Growth, as shown below. LEAs also receive API reports, but they do not receive targets.

### 2005–06 API Reports

| 2005 API Base | 2006 API Growth |
|---|---|
| ■ Reported in March 2006<br>■ Shows API based on 2005 test results<br>■ Sets targets for growth in the API for 2006 | ■ Reported in August 2006<br>■ Will show API based on 2006 test results<br>■ Will show growth in the API from 2005 to 2006<br>■ Will show whether targets were met |

## Results of Statewide Tests

California's accountability system measures a school's or LEA's performance and progress based on results of statewide tests. These tests are aligned to state-adopted content standards. The content standards describe the knowledge, and skills that students should learn at each grade level. The statewide test results currently used in API calculations include the California Standards Tests (CSTs); the California Achievement Test, Sixth Edition Survey (CAT/6 Survey); the California Alternate Performance Assessment (CAPA) for students with severe cognitive disabilities; and the California High School Exit Examination (CAHSEE). The CSTs, CAPA, and CAHSEE are directly aligned with state content standards. The chart at the bottom of page 2 shows the content areas and grade levels of these test indicators, which are used in the API.

## How the API is Determined

The API calculation determines the API score as the weighted average of student scores across content areas and grade levels in the school or LEA. Individual student scores from each indicator (test result) are combined into a single number (the API) to represent the performance of a school or LEA. The indicators have different types of test results that are used in the API, as shown in the table below. For the CSTs, the standards-based performance level (Advanced, Proficient, Basic, Below Basic, or Far Below Basic) for each student tested is used in the API calculation. Performance levels on the CAPA also are included in the API and treated in the same way as CST performance levels. For the CAT/6 Survey, the national percentile rank (NPR) for each student tested is used. For the CAHSEE, a level of pass or not pass is used. To calculate the API, each student test result is first assigned a performance level weighting factor of 200, 500, 700, 875, or 1000, as listed in the table below. This process converts the test result into an API scale of between 200 and 1000.

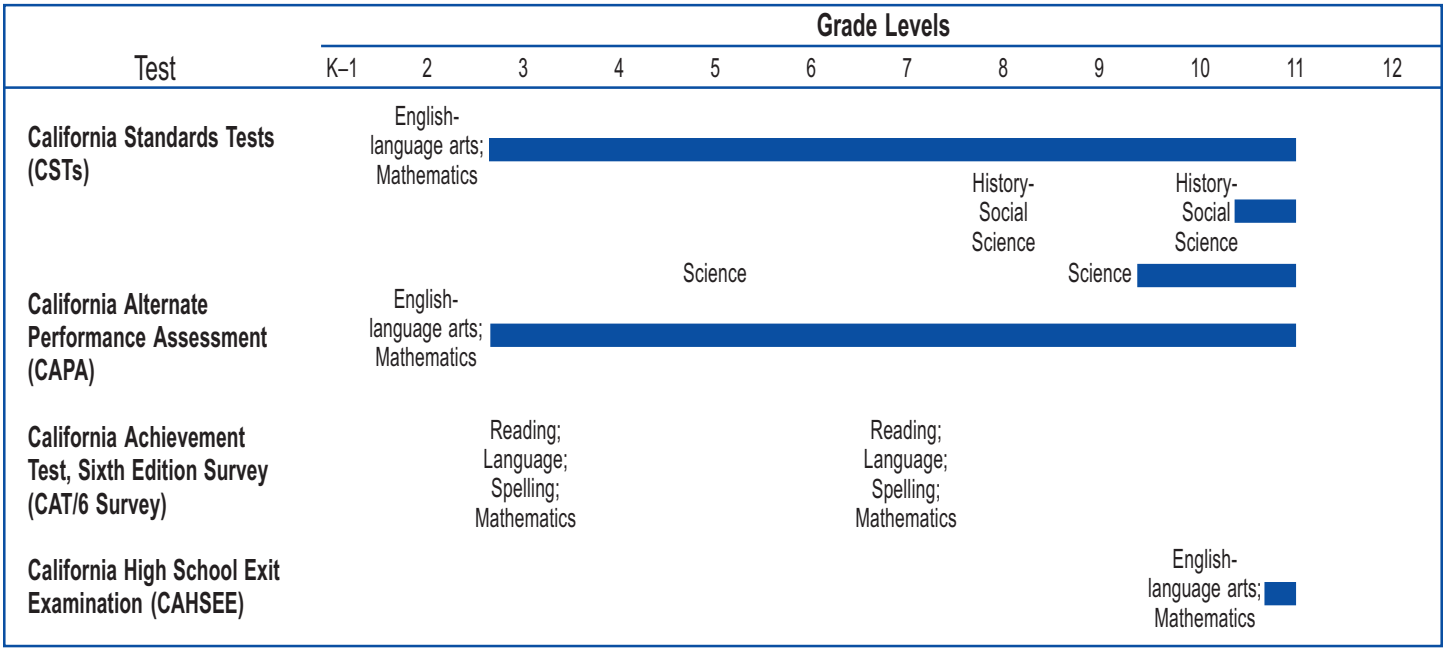
### How Test Results Are Converted into an API Scale

| Test Results | | | API Scale |
|---|---|---|---|
| CST or CAPA Performance Levels | CAT/6 Survey Performance Bands | CAHSEE Score | API Performance Level Weighting Factors |
| Advanced | 80-99th NPR | Pass | 1000 |
| Proficient | 60-79th NPR | N/A | 875 |
| Basic | 40-59th NPR | N/A | 700 |
| Below Basic | 20-39th NPR | N/A | 500 |
| Far Below Basic | 1-19th NPR | No Pass | 200 |

NPR = national percentile rank

Once each performance level weighting factor is established, test weights (described on page 3) are factored into the calculation to produce a single number between 200 and 1000, which is the API. The API is calculated separately for grades two through six, seven through eight, and nine through eleven.

### Test Indicators Used in the 2005 API Base



## API Test Weights

Test weights are a second type of weights that are applied to an API after the performance level weighting factors (described on page 2). Test weights are applied according to each type of test used in the API. The State Board of Education adopted separate test weights for grades two through eight and for grades nine through eleven, as shown below. The test weights were adopted and implemented beginning with the 2004–05 API reporting cycle and continue for the 2005–06 API reporting cycle.

### Test Weights, Grade Levels 2–8

| Content Area | 2005–06 API Test Weights |
|---|---|
| CST in English-Language Arts (ELA) | 0.480 |
| CST in Mathematics | 0.320 |
| CST in Science | 0.200 |
| CST in HSS | 0.200 |
| NRT Reading | 0.060 |
| NRT Language | 0.030 |
| NRT Spelling | 0.030 |
| NRT Mathematics | 0.080 |

### Test Weights, Grade Levels 9–11

| Content Area | 2005–06 API Test Weights |
|---|---|
| CST in ELA | 0.300 |
| CST in Mathematics | 0.200 |
| CST in Science | 0.150 |
| CST in HSS | 0.225 |
| CAHSEE ELA | 0.300 |
| CAHSEE Mathematics | 0.300 |

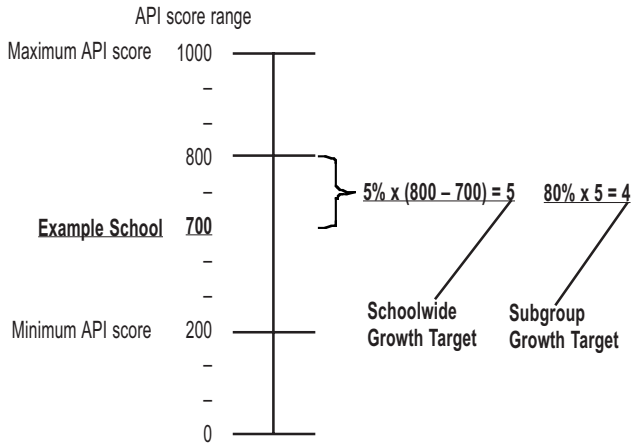
**Note**: Test weights do not total 1.00.

Calculation spreadsheets that show exact API calculations and allow users to input their own data are provided on the API Web site at *http://www.cde.ca.gov/ta/ac/ap/*.

## API Growth Targets

API growth targets are set for each school as a whole and for each numerically significant subgroup in the school. The annual growth target for a school is five percent of the difference between a school's API Base and the statewide performance target of 800. For any school with an API below 800, the minimum growth target is at least one point. Any school with an API of 800 or more must maintain an API of at least 800 in order to meet its growth target. In most cases, the growth target for each numerically significant subgroup is 80 percent of the schoolwide growth target. The following graphic shows an example of API growth targets for a school and its subgroups.

### Example of API Growth Targets for a School and its Subgroups




**Note:** Growth targets are rounded to the nearest whole number.

## Comparable Improvement in Subgroups

To meet all state API growth target requirements, each numerically significant subgroup in a school must meet "comparable improvement." For the 2005 API Base, the "comparable improvement" requirement applies to numerically significant ethnic, socioeconomically disadvantaged, English learner, and students with disabilities student subgroups.

### Subgroup Descriptions

Subgroups used in the 2005 API Base calculations include:

- African American or Black (not of Hispanic origin)
- American Indian or Alaska Native
- Asian
- Filipino

- Hispanic or Latino
- Pacific Islander
- White (not of Hispanic origin)
- Socioeconomically Disadvantaged
- **English Learners**
- **Students with Disabilities**

The **English learner** and **students with disabilities** subgroups are new, beginning with the 2005 API Base. These subgroups were added to API calculations to align state API subgroup definitions with those used in determining AYP under federal NCLB requirements.

## API Ranks

On the API Base reports, schools are ranked in ten categories of equal size, called deciles, from one (lowest) to ten (highest). A school's API Base ranks compare that school to other schools statewide as well as to 100 other schools with similar demographic characteristics.

To calculate the ranks, schools' API scores are ranked separately within school type: elementary, middle, and high schools. For each of the three categories, schools' API scores are first sorted from lowest to highest statewide to produce the statewide ranks. A second decile ranking compares each school's API score to those of 100 other schools that have "similar characteristics." This second process produces the similar schools ranks.

### Statewide API Ranks Compared with Similar Schools API Ranks

| Statewide Ranks | Similar Schools Ranks |
|---|---|
| ■ Calculated separately by school type (elementary, middle, high school) | ■ Calculated separately by school type (elementary, middle, high school) |
| ■ School's API compared to all other schools in the state | ■ School's API compared to 100 other schools with similar demographic characteristics |

LEAs and schools in the Alternative Schools Accountability Model [ASAM] receive APIs but do not receive API ranks. A small school with between 11 and 99 valid scores receives an API and a statewide rank with an asterisk but no similar schools rank. Asterisks denote APIs and ranks that are based on small numbers of test results.

## 2005–06 API Reports

The 2005 API Base report, released in March 2006, was calculated from results, of spring 2005 statewide testing. The 2005 API Base report includes:

- Number of Students Included in the 2005 API Base
- 2005 API Base (scale of 200 to 1000)
- 2005 Statewide Rank (scale of 1 to 10))
- 2005 Similar Schools Rank (scale of 1 to 10)
- 2005–06 Growth Target
- 2006 API Target (2005 API Base + 2005–06 Growth Target)
- Subgroup Information
- Demographic Characteristics
- Content Area Weights
- Similar Schools Report (schools only)

In August 2006, the 2006 API Growth, based on the results of spring 2006 statewide testing, will be released in the 2006 API Growth report, which will include:

- STAR 2006 Percent Tested
- Number of Students Included in the 2006 API Growth
- 2006 API Growth (scale of 200 to 1000)
- 2005 API Base (scale of 200 to 1000)
- 2005–06 Growth Target
- 2005–06 Growth (2006 API Growth – 2005 API Base)
- Met Growth Target
  - Schoolwide
  - Comparable Improvement (Subgroups)
  - Both Schoolwide and Comparable Improvement
- Similar Schools Median 2006 API Growth
- Similar Schools Median 2005 API Base
- Subgroup Information
- Demographic Characteristics
- Content Area Weights

## How the API Is Used

API scores are used to meet state and federal requirements. Under state PSAA requirements, if a school meets certain participation and growth criteria, it may be eligible to become a California Distinguished School and a national Blue Ribbon School. If a school does not meet or exceed its growth targets and is ranked in the bottom half of the statewide distribution of the API Base, it may be identified for an interventions program. Under federal NCLB requirements, a school must meet AYP requirements. The API is part of those AYP requirements.

## For More Information

Further information about the PSAA and API can be found on the CDE Web site at *http://www.cde.ca.gov/ta/ac/ap*.